



2015-2016 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. In no case is a private school required to make any certification with regard to the public school district in which it is located.

- 1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2016

X Public [] Charter [] Title I [] Magnet [] Private [] Independent [] Rural

Name of Principal: Mrs. Melissa Sheppard
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Triton Regional High School
(As it should appear on an award)

Official School Name Mailing Address: 250 Schubert Avenue, Runnemede, NJ 08078
(If address is P.O. Box, also include street address.)

County: Camden State: New Jersey School Code Number *: 0390

Telephone: 856-939-4500 Fax: 856-939-4724

Web site/URL: www.bhprsd.org E-mail: msheppard@bhprsd.org

*Private Schools: If the information requested is not applicable, write N/A in the space

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Handwritten signature of Melissa Sheppard

Date: 01/28/2016

(Principal's Signature)



Name of Superintendent: **Dr. Brian Repici**

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: **Black Horse Pike Regional School District**

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date: **01/28/2016**

(Superintendent's Signature)

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: **New Jersey Department of Education**

Name of Nominating Authority: **Mr. Bernard E. Piaia, Jr.**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: **January 29, 2016**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

School Contact Information

School Name: **Triton Regional High School** District: **Black Horse Pike Regional School District**

Street Address: **250 Shubert Avenue**

City: **Runnemede** State: **NJ** Zip: **08078**

Website: <http://www.bhprsd.org/Triton> twitter: [@TritonHigh](https://twitter.com/TritonHigh)

Facebook page: <https://www.facebook.com/Black-horse-Pike-Regional-School-District>

Principal Name: **Ms. Melissa Sheppard**

Principal Email Address: mshppard@bhprsd.org Phone Number: **856-939-4500**

Lead Applicant Name (if different): **Dr. Brian Repici**

Lead Applicant Email: brepici@bhprsd.org Phone Number: **856-227-4106**

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name Black Horse Pike Regional <input type="checkbox"/> Largest 50 Districts in the nation? Total Enrolled: 1172
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL: 40% % limited English proficient: 3% Other measures _____		Graduation rate: 84% Attendance rate: 94.4%

SUMMARY NARRATIVE: Provide an 800 word maximum narrative for publication describing your school’s efforts to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (See [examples](#) from prior year)

Triton Regional High School is invested in environmentally responsible actions and behavior that lead to greater environmental and ecological stewardship and a reduced carbon footprint. Triton, constructed in 1957, recently received an EPA Energy Star Certification Rating of 83. The Black Horse Pike Regional School District as a whole and Triton as a school have a fully operational Green Team, which consist of students, teachers, administrators, and the community. Triton’s Green Team works collaboratively with the teams from the other two schools in the district to identify energy inefficiencies and waste reduction possibilities, preventing the use of excess water, electricity, and other resources. The Green Team commits to changing behaviors, practices and products to create efficient use of energy and to promote responsible and sustainable environmental stewardship.

Triton emphasizes composting and single stream recycling in the main dining areas of the building during a common lunch period. The Green Team has worked to make it easier for students to recognize and identify what belongs in appropriate bins for “Landfill”, “Recycling”, and “Compost”. As a result of the shift in behaviors, the products installed to replace outdated equipment and throughout Eco-conscientious practices, all of which will be identified throughout this application, Triton has mitigated climate change by reducing greenhouse gas emissions.

Triton maintains two functioning greenhouses that are used to nurture plants from seeds to supply the Organic Garden housed at one of the other district’s schools. This is maintained through the Green Team, Advanced Placement Environmental Studies classes, and Horticulture classes. Triton is in the planning stage to have an organic garden built on property. The design and construction will model that of the existing garden at our sister school. The garden would be a raised bed design constructed from

the un-treated and re-purposed solar panel wood shipping boxes. The garden would be supported by a solar powered, small electrical pump to distribute water from a rain collection container adjacent to the building. The goal is to have this completed prior to the end of the 2015-2016 school year. The garden produce would be used to support our own cafeteria products, local food banks, and the local, community senior centers. The organic garden could then be integrated into Science Curricula.

Over the course of the last four school years, we have been able to reduce waste and improve overall conditions for our school community through a proactive approach to conservation, recycling, and education. We have already realized a reduction in utility costs due to the installation of solar panels, high efficiency lighting (over 19,000 light bulbs have been changed district-wide), changing our refrigeration practices, establishing wiser heating and air conditioning practices, shutting off lights and computers when not in use, and structuring more responsible irrigation practices. In addition, we have discontinued the use of chemicals used to strip flooring, improved indoor air quality by installing MERV8 filters in our HVAC systems, and improved our recycling and composting behaviors so that what gets discarded in lunch rooms and classrooms results in a reduction of our environmental and ecological footprint. Moreover, our composting is collected by Organic Diversion, a company that supports and coaches the students and staff on how to collect materials and then provides the school with reports on collection quantities and strategies to improve composting and recycling efforts. The compost is also used in our Science curricula, where students examine it for microbes and decomposition rates.

Triton has also made the well-being of staff and students a priority. Triton has structured staff professional development centered on how the entire staff can contribute to a more environmentally friendly school community. Furthermore, the Green Team students lead efforts beyond the school walls to take action in local and global environmental crises. For instance, the students took part in the Thirst Project, which collects money to establish fresh water well in historically malnourished areas of Africa. A Wellness Coordinator establishes weekly goals for individual staff members relative to improving their overall health. Moreover, that Wellness Coordinator works to improve health choices, establish workout regimes, organizes biometric screenings and conducts health risk assessments for various organization personnel. Building administrators and supervisors have created various programs for the mental health and overall betterment of both students and staff. A quarterly stress management program is available for faculty and staff. A program aimed at assisting the female student population in enhancing their self-esteem was created for this year. Due to the popularity of this program, a program specific to the male student population is being created. The group will focus on supporting positive male role models in our school community.

Triton has a robust Science, Technology, Engineering, Art, and Mathematics (S.T.E.A.M.) program that has formalized itself into a Robotics club and team that competes. In addition to offering Advanced Placement courses, students are challenged within those curricula to create 21st century solutions that require knowledge from all S.T.E.A.M. areas. The AP Environmental Science class created environmentally sound solutions for unused land in the community. These plans were presented to the Mayor and Town Council for consideration.

Triton is excited about their accomplishments. We are taking great pride in our ability to effect change as stewards of the environment as Triton Regional High School.

Instructions for completing this form: Please answer all of the questions below to the best of your ability, **in a different text color.** A more complete application will increase your chances of success. You may supplement the information in these questions by describing alternative benchmarks or indicators of progress (see final question in each section).

SCHOOL PROFILE: GREEN SCHOOL PROGRAM AND AWARDS (Cross-Cutting Question)

1. Has your school participated in a local, state, or national program, which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes X No ___ If yes, please explain what program(s) and what level you are currently at, and state the years you have been involved in these programs. (e.g. EPA Energy Star Portfolio Manager, Eco-Schools USA, PLT Green Schools, NJPALS, Green Schools Leadership Institute, NJ Sustainable Schools Project, and NJ Learns).

Benchmark Program	Level/Number of Years	School
NJ Sustainable School Project	Second year of the project	All three high schools: Triton Regional High School, Highland Regional High School, Timber Creek Regional High School

Energy Savings improvement/Investment Program with Gloucester Township Municipality	Three years thus far; ESIP agreement was for 15 years	All three high schools: Triton Regional High School (new boilers, roof-top solar arrays, new efficient lighting), Timber Creek Regional High School (1.2 megawatt solar array, more efficient lighting), Highland Regional High School (new boilers, efficient lighting)
Organic Diversion composting and Recycling program	Three years	All three High Schools: Triton Regional High School, Timber Creek Regional High School, and Highland Regional High School
EPA Energy Star Portfolio manager	Two years	All three High Schools: Triton Regional High School, Timber Creek Regional High School, and Highland Regional High School

2. Has your school, staff or student body received any awards for facilities, health or environment?

Yes ___ No **X** Award(s) and year(s) _____

3. Has your school identified or created a place for teachers to go to share lessons on Sustainability?

Yes **X** No ___ If yes, where? **The Green Team, which consists of students, administrators, support staff, Board members, and teachers, works to educate the members of the school community to think "Green" when making decisions. In addition, there is a folder in the shared school directory that teachers can go to find lesson on the environment and sustainability.**

4. Has your School Board adopted a Green Strategic Plan or sustainability policy? Yes **X** No ___ If yes, please describe. (Max 50 words) **The School board adopted a policy for the past 3 years that elevates the focus on energy conservation and sustainability by making GREEN efforts a Board of education Goal and Superintendent Goal.**

5. Has your school created a Green Team? Yes **X** No ___ If yes, list team members and their roles.

- | | |
|--|--|
| Brian Repici, Superintendent | Joe Newsham, District Facilities Director |
| Jennifer Gramble, District Supervisor of Science | Jean Grubb, Business Administrator |
| Thomas Ambrose, Triton Administrator | Tom Concannon, Triton Facilities Director |
| Annetta Pasquerello, Triton Green Team Advisor | Christina Durante, Highland Green Team Advisor |
| Robynn Dyl, Highland Green Team Advisor | Robert DiMauro Jr., Timber Creek Administrator |
| Mike Shuster, Highland Facilities Foreman | John Gallagher, Timber Creek Facilities Foreman |
| Chuck Renner, Timber Creek Green Team Advisor | Tom Storer, Highland Administrator |
| Jennifer Brown, Health and Physical Education Supervisor | Natalie Winch, Triton Green Team Advisor |
| Miriam Bamba, Student member | Angel Bird, Student member |
| Audrey Blain, Student member | Drew Brown, Student member |
| Katlyn Datil, Student Member | Atianna Hughes, Student member |
| Haniyyha, Hughes, Student member | Iamal Jemenez, Student member |
| Grace Laubenstein, Student member | McKenna Wardell, Student member |
| Maria Naplitano, Student member | Devon O'Donnell, Student member |
| Lindsey Overmeyer, Student member | Aashka Patell, Student member |
| Keya Patel, Student member | Lindsey Sherwood, Student member |
| Daionle Smith, Student member | Jess Vanbronigen, Student member |
| Mary Alice Baratta, Supervisor of Planning, Research, evaluation, Assessment, Special Projects and Business | |

6. Has your school seen a cost savings from green initiatives? Yes **X** No ___ If yes, input **cost savings** data into table:

	Electric Energy Consumption (kwh)	Natural Gas or Fuel Oil Consumption (therms)	Electric Utility Costs (\$)	Natural Gas Utility Costs (\$)	Total Utility Costs (\$)	Annual Savings (\$)	% Reduction from Baseline Year
FY '11-'12	6,204,661	148,497	292,892	42,657	335,549	Baseline	Baseline
FY '12-'13	7,012,714	103,912	231,593	34,384	265,977	69,572	20.734
FY '13-'14	5,300,209	87,190	256,972	40,669	297,641	+31,664	11.297
FY '14-'15	5,429,014	72,024	243,844	44,435	288,279	9,363	14.087

PILLAR I: REDUCED ENVIRONMENTAL IMPACT

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions

Energy (Please convert energy data to Portfolio Manager format if possible)

7. Can your school document a reduction in **Greenhouse Gas emissions**? **Yes** Please fill in table below first.

Table is based on School data taken from **Energy Star Portfolio Manager** (Portfolio Manager, district utility bills, etc.), as reported by **District Facilities Director** (Vendor or School/District Personnel).

	Electric Energy Consumption	Natural Gas Consumption (therms)	Fuel Oil Consumption (gallons)	Carbon Dioxide from Electric	Carbon Dioxide from Natural	Carbon Dioxide from Fuel Oil	Total # of Staff &	MT eCO2 /person	% Decrease
Example	100,000	15,000	5,000	100,000 x 1.52 = 152,000	15000 x 11.7 = 175,500	5000 x 26.033 = 130165	250	(152000+175500+130165)/250/1000	(Current Yr - Prior Yr)/ Prior Yr
FY '11-'12	6,204,660	148,497	0	9,431,083	1,737,415	0	1609	6.94	Baseline
FY '12-'13	7,012,714	103,912	0	10,659,325	1,215,770	0	1597	7.44	+7.205
FY '13-'14	5,300,209	87,190	0	8,056,317	1,020,123	0	1447	6.27	15.726
FY '14-'15	5,429,014	72,024	0	8,252,1010	842,681	0	1472	6.17	1.595

8. Has your school conducted an energy audit of its facilities? Yes **X in 2011** No___

Percent reduction: **9% based on energy audit** Measurement unit used (kBtu/sq ft or kBtu/student): **kBTU/Student**

Time period measured: from **5/2010 to 4/2011**

9. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? (score of 75 or above) Yes **X** No___ Year(s) and score(s) received: **2015 score of 83**

10. What percentage of your school's energy is obtained from:

On-site renewable energy generation: **45%** Type: **Solar**

Purchased renewable energy: **45%** Type **Solar – Our relationship with PSE&G requires that the energy created by the solar panels is sent to PSE&G and we purchase it back at a discounted price.**

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy programs: (Ex. ACES)
 Yes **X** No If yes, what programs? **NJ Clean Energy Program and Energy Saving Improvement Program (ESIP)**

11. Has your school reduced its total non-transportation energy use from an initial baseline? Yes **X** No ___

	Electric Energy Consumption (kwh) 1kwh=3.412 kBtu	Natural Gas Consumption (therms) 1therm=100kBtu	Fuel Oil Consumption (gallons) 1 gal. = 139 kBtu	Total kBtu	kBTU/sq.ft.	% Reduction From Baseline
FY '11-'12	6,204,660	148,497	0	36,019,999	158.3	Baseline
FY '12-'13	7,012,714	103,912	0	34,318,580	150.8	4.738
FY '13-'14	5,300,209	87,190	0	26,803,313	117.8	25.584
FY '14-'15	5,429,014	72,024	0	25,726,195	113	28.617

How did you document this reduction? **Energy Star Portfolio Manager**

12. What year was school originally constructed? **1957** Total building area (sq.ft) **227,595**

13. Has your school constructed or renovated building(s) in the past ten years? () Yes (**X**) No

For new building(s): Which green building standard was used? _____
 (LEED for Schools, CHPS Operations Report Card, Green Globes or other)

Percentage building area that meets green building standards: _____
 Certification and level: _____ Total constructed area: _____

For renovated building(s): Percentage of the building area that meets green building standards: _____ Certification and level: _____ Total renovated area: _____

Which green building standard was used? _____
 (LEED Existing Buildings: Operation & Maintenance, CHPS Operations Report Card, Green Globes or other)

Element 1B: Improved water quality, efficiency, and conservation

Water and Grounds

14. Can you demonstrate a reduction in your school's total water consumption (measured in gal/square foot) from an initial baseline? Yes **X** No ___ If yes, please complete the table below. If no, please explain. (max 50 words)

	Water Consumption (gallons)	Total Occupants	Gallons Per Occupant	% Reduction from FY 2011
FY '11-'12	2,277,200	1609	1415	Baseline
FY '12-'13	2,510,000	1597	1572	+11.095
FY '13-'14	1,580,500	1437	1100	22.261
FY '14-'15	1,497,000	1462	1024	27.6363

Do you include after-hour activities in your water consumption calculations? (Adult sport leagues, adult education, scouting, other community events etc.?) Yes No

How did you document this reduction (i.e. Energy Star Portfolio Manager, utility bills) **Energy Star Portfolio Manager and Utility Bills**

15. Describe any strategies you use to discourage single-use beverage containers on school property. Describe how you assure the recycling of those containers if/when purchased and used at athletic locations, or other outdoor events. (Ex. Hydration Stations, bottle refilling fountains) **Certain drinking fountains have been outfitted with water bottle refilling stations. The athletic department uses reusable water jugs and bottles on the field for our athletes. Athletic fields and the stadium complex all have recycling and waste containers placed next to each other at strategic locations for convenience. A school store is currently being built where reusable water bottles will be sold.**

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **9%** What types of plants are used and where are they located? Have you preserved any areas with native vegetation with minimal disturbance? **Throughout our landscape of the complex we use many native plants for example, American Holly, Butterfly Bush, Black Birch, Black Locust, Black Eyed Susans, Cone Flowers, Eastern Red Bud, Flowering Dogwood, Perennial Ryegrass, Pink Azalea, Red maple, and Yarrow. We also have 1 acre of wetlands that cannot be touched.**

17. How have you incorporated plants that are native to your geographic location into your landscaping? **Our Butterfly garden is utilized as a classroom. Also, our Veterans Memorial Courtyard contains native plants. Other native plants are used for ornamental purposes.**

18. Describe alternate Non-potable water sources used for irrigation (e.g. roof or parking lot run-off). (50-words max) **The back parking lot is a runoff to practice fields and part of our landscape. The runoff water from the sidewalk irrigates the girls' soccer field and keeps the front of the school green. We only use Eco friendly ice melt to clear our sidewalks so that our runoff is not contaminated.**

19. Describe efforts to reduce storm water run-off or reduce impervious pavement (e.g. rain gardens, bio swales, storm water basins). (50-words max) **Triton has three storm water basins that retain and detain water and allow the slow seepage of water back into the ground to replenish and recharge ground water. This, in turn reduces, the amount of water that runs into our public storm water system.**

20. Our school's drinking water comes from: Municipal water source () Well on school property () Other:

If Well on school property, school complies with all monitoring requirements? Yes___ No___

If Well on school property, drinking water meets all applicable standards? Yes___ No___

Have all drinking water violations been corrected, if applicable? Yes___ No___

21. Describe how the water source for your school is protected from potential contaminants. (Ex. Backflow preventers) (50-words max) **Triton is equipped with backflow preventer/anti-siphon valves on all irrigation systems. In addition, there are vacuum breakers/anti-siphon connectors on all exterior hose bibs to prevent water running back into the Triton's public drinking system.**

22. Describe the program you have in place to control lead in drinking water (e.g., pipe flushing, old plumbing solder). (50-words max) **Water is supplied and regulated by a public utility. They occasionally alert us of when the system will be flushed.**

23. Describe how your school's site grading, irrigation system and schedule is appropriate for your climate, soil conditions, and plant materials, with an emphasis on water conservation and/or improved storm water management. (50-word max). **Triton's experienced grounds keepers use a strict turf management system by developing a deep root growth system, therefore cutting down on the use of fertilizers & vastly lowering the watering schedule. In addition, a well-developed root system can slow or prevent the leaching of chemicals and nutrients.**
24. What percentage of school grounds are devoted to ecologically beneficial (ex. Green roof, rain gardens, native plantings, native plants, solar panels, fish farms, etc.)? (50 word max) **15% of the grounds is devoted to ecologically beneficial. The roof-mounted solar array acts as a thermo break further, insulating the building from summer time heat and drastically reducing energy cost. Also, the school conserves the wetlands as part of our landscape.**

Element 1C: Reduce waste production – Waste/Hazardous Waste

25. What percentage of solid waste (including food service waste) is diverted from landfills or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **(8 yard X 3 containers x 12 pickups X 75%) = 216 cubic yards/month**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **(8 cubic yards x 2 containers x 8 pickups x 42%) = 53.7 cubic yards/month**

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): **12.73 cubic yards/month – number given to us by Organic Diversion**

Recycling Rate = ((B + C) ÷ (A + B + C) x 100): 23.5%

Monthly waste generated per person = (A/number of students and staff): **.16 cubic yards/month**

26. What percentage of your school's total office/classroom paper content **contains at least 30%** post-consumer material, **or** fiber from forests certified as responsibly managed and/or chlorine-free? **100% of our paper is "ecf" elementally chlorine free and SFI Certified, indicating sustainable forest management in the making of this product.**
27. Do you include after-hour activities in your garbage reduction calculations? (Adult sport leagues, adult education, scouting, other community events etc.?) Yes X No
28. Describe how you have reduced your paper consumption, and how you measured that reduction or other uses you created for the materials (e.g. working and reviewing online, white boards). (50-word max) **Triton has instituted the following electronic practice: digital newsletter, payroll, parent communication (report cards, announcements, and emergencies), staff evaluations, discipline referrals, lesson planning, textbooks/assessments, and schooldude. Copy counts are limited and double-sided printing is emphasized. Some teachers use web based classrooms for students to electronically turn in their homework.**

29. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
Methanol: 200 mL Ninhydrin Solution in n-Butanol:100 mL	Carbon monoxide absorbing solution cont. Sodium Hydroxide: 60 mL HCl: 500 mL & NaOH: 500mL	None	None	None

How is this calculated? **Environmental Consulting Inc. comes in prior to removal to calculate the amounts of waste.**
How is hazardous waste disposal tracked? **Teachers place waste chemicals in a designated containers. Strategic Environmental Consulting Inc. along with Environmental Waste Minimization Inc. regularly removes the waste and properly disposes of it according to NJ environmental standards.**

30. Describe other measures taken to reduce or eliminate solid waste and hazardous waste (on-site composting etc.). (100-word max) (Ex. Switching to re-usable cafeteria trays, silverware, etc.) **Teachers neutralize acidic/basic solutions into nonhazardous waste. Waste copper solutions are chemically manipulated to produce solid copper which is then recycled. Laboratories have been converted from large scale to micro scale. We utilize an acid neutralizing tank. Grass clippings and leaves are mulched. In every classroom and office, there are two trash receptacles, one for landfill trash and one for recyclable waste. In locations where lunch is served, there are three receptacles for trash: landfill trash, recycling, and compost.**
31. Which green cleaning custodial standard is used? **Cleaningforhealthyschools.org and Eco conscious 100% Green Cleaning**
What percentage of all products is certified? **95%**
What specific third party certified green cleaning product standard does your school use? **Our custodial products are third party certified by a number of organizations: EPA, Green Seal, Eco-Logo, NFS, USDA and dFE.**
Describe the measures your school has taken to use only green cleaning product. **The only products used for cleaning are Green products. In the custodial closets there are Green cleaning products dispensers.**
32. If your school has a nurse's office, how does the nurse track regulated medical waste? Describe the tools or mechanisms used to track this waste.

X Does the school have a Generator ID number, unless exempted; **Triton's ID #0078186**

X Does the school manage the regulated medical waste on-site properly? (Use the proper containers, properly segregate the regulated medical waste, and properly store the containers) **There are separate Medical Waste and Sharps containers located in the medical office.**

X Does the school use a licensed and registered regulated medical waste transporter, unless exempted? **Triton uses a licensed and registered waste transporter-Med-Flex. Med-Flex is a company that the District is contracted with that is comprised of trained individual for proper transporting and disposal of Sharps and medical waste material**

X Does the school ship the regulated medical waste to a facility authorized to accept the regulated medical waste? **Med-Flex comes to school annually in January to pick up medical waste. Should the need arise where amounts of solid or contaminated waste require immediate disposal, med=Flex will be contacted for an additional pick-up.**

X Does the school complete the proper paperwork to document the shipment and maintain records for 3 years? **All transport orders are recoded and kept in Nurse's office for 3 or more years.**

X Does the school file the generator annual report, unless exempted? **Med-Flex files the report annually**

33. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste, in place and actively enforced? Yes **X** No ___

34. Do you have Underground Storage Tanks located at your School?

Yes, Active. Are tanks properly registered? Yes ___ No ___ Are monitoring systems operating? Yes ___ No ___

Yes, Inactive. Are tanks buried? Yes ___ No ___ Are tanks scheduled for removal? Yes ___ No ___

X None

35. Is your school compliant with the New Jersey Department of Environmental Protection's (DEP) Air Quality Permit requirement? (Equipment at schools that require air permits include boilers, emergency generators, space heaters and hot water heaters that have a maximum rated heat input of 1 million BTU/Hr or greater, to the burning chamber. Also, some schools might require an air permit for certain woodshop operations. Most of these pieces of equipment can be [permitted](#).) Yes No
List Permits [GP-003 for woodworking equipment and jGP-009A for boilers](#)

Element 1D: Use of Alternative Transportation

36. What percentage of your students walk/bike/skateboard, ride a school bus/use public transportation, or carpool (2+ students per car) to/from school? (Note if your school does not use school buses). How were these percentages collected and calculated? (50-word max) [At Triton, 57% of our population use walking/biking/carpooling to travel to and from school. 43% of the population is scheduled to ride a bus to and from school. These numbers were calculated by using our student information system, Genesis.](#)

37. Has your school implemented?

- Designated carpool parking spaces
 - [XA well-publicized no idling policy that applies to all vehicles \(including school buses, cars and delivery trucks\)](#)
 - [XA policy that encourages walking and/or bicycling to school](#)
 - [XVehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows](#)
- A Safe Routes to School program or a School Travel Plan. Describe: (max 100 words) _____
 - [XWalk and Bike to School Days](#)
- A Walking School Bus program
- Walking and bicycling safety curriculum
- Electric vehicle charging stations have been installed to encourage the use of these vehicles
 - [X Secure bicycle storage \(such as bicycle lockers, racks, or rooms\) is provided to encourage bicycling to school. The school provides bike racks for students/staff to use while in the building.](#)

39. If your school has only bus transportation, describe how your school transportation use is efficient and has reduced its environmental impact (e.g. more efficient bus routes, diesel retrofits for buses, use of biodiesel fuel, electric vehicles). (50-word max) [Even though a significant number of students walk or bike to school, there are still students who ride the bus. Our buses do not idle during pick up. Also, the buses take the most efficient bus routes and we use the least amount of buses possible for after school programs.](#)

Summary Question for Pillar 1

40. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100-word max) [The district has created "green accounts" in the maintenance budgets for purchasing of green and energy saving supplies/ materials such as LED lighting. We use this in conjunction with NJ Clean Energy to secure thousands of dollars in rebates. We also have a contracted partnership with EnerNOC \(Energy Network Operations Center\) where we participate in a "demand response program" to reduce electrical power during heat waves to prevent black-outs for our local residents. We have a shared service agreement with the Gloucester Township Housing Authority where we are introducing and implementing the use of green cleaning methods, supplies and equipment.](#)

PILLAR 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF

Element 2A: Integrated School Environmental Health program

Environmental Health

1. Has your school conducted any "Occupant Survey" with teachers and students? If so, please state the date(s) and over results of the survey.(CHPS Occupant Survey) **No**
2. Do you have an Operations & Maintenance Policy for your building? **Yes**

3. Does your school have an Integrated Pest Management plan? Yes **X** [which can be found on the district website](#) No ___ Date last updated: **July 1, 2015**
4. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

X Our school conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student exposure to chemical pesticides. **Triton follows an annually updated IPM plan and policy that is required by the NJDEP. We have reduced our indoor use of pesticides by 98% in the last 3 years and our outdoor use by 75%. These results are also posted and updated annually on the District Website.**

X Our school reduces or does not use fertilizer on our property **Triton has reduced fertilization by approximately 75% with the use of one time application instead of 4 while maintaining their beautiful athletic fields.**

X School prohibits smoking on campus and in public school buses **Prohibitive signs are posted throughout our facility as well as on our School Website and in our Student handbook**

- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. **Science classrooms have eliminated the use of mercury and have properly disposed of it with Environmental Waste Minimization, Inc.**

X Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) **Triton recently had new condensing boilers installed that are 95% efficient which eliminated most of our CO emissions. Kitchen appliances are electrically interlocked with the exhaust hood fans.**

- Our school does not have any fuel burning combustion appliances (e.g. boilers, emergency generators, hot water heaters, etc.)
- Our school has tested all frequently occupied rooms in contact with the ground, and first floor rooms above basement spaces that are not frequently occupied for radon gas and has fixed and retested rooms with levels that tested at or above 4 pCi/L. **NJ Recommends School Radon Testing** ___ Yes **X** No
- Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. ___ Yes **X** No
- Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure to this pesticide/wood sealing preservative.

6. Describe how your school controls and manages chemicals routinely used in the school, as well as construction or cleaning activity that produces odors or dust, to minimize student and staff exposure. (100-word max) **All staff are trained annually in Hazard Communications PEOSH-NJ using the Global Compliance network Training Module (GCN). A Chemical Hygiene Plan, Chemical Storage Plan and Chemical Storage Guidelines are provided for all staff. All stock areas are maintained on a quarterly basis. A District chemical hygiene officer ensures that all MSDS and Fact sheets are uploaded to the school shared directory and that a hard copy is accessible. Cleaning is done after staff and students have left the building. Emergencies areas are secured and maximum ventilation is employed. Construction that produces odors is also done while the school is unoccupied.**

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100-word max) **Triton uses the highest density filters possible which filters out 90% of all mold and pollen spores. All rooftop HVAC uses Merv 8 which filters out 95% of mold and pollen spores. Our woodworking shop is equipped with a cyclone dust collection system and 4 electronic air cleaners. We also use green cleaning and disinfecting products. We eliminated 90% of our wax and floor stripping agents by diamond cutting our terrazzo floors and by the end of 2016 we intend eliminate all waxes and stripper chemicals. We purchase Hepa filtered back pack vacuum cleaners to replace our conventional floor models.**

Is your school signed up to receive air quality alerts through [Enviroflash](#) which issues notifications of days when poor air quality is forecasted to occur? [Learn more](#) Yes **X** No ___

Has your school developed a plan for implementation to modify activities to protect the health of students and teachers when poor air quality is forecasted? Yes No **Some precautions that are taken are moving physical education class or practice indoors or limiting the amount of time they can be outside.**

Have you provided [brochures](#) to students, teachers and parents to educate them about air quality and steps they can take to protect their health and decrease their contribution to ozone pollution? Yes No

8. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup any visible mold or remove moldy materials when found. (100-word max) **Triton maintenance department completes a moisture control log quarterly which identifies any and all trouble areas if they exist. Routine inspections of the roof, roof drains and downspouts are performed to try and minimize damage, leaks and mold in the interior of the building. If a problem surfaces the area is contained, the proper safety equipment is issued to maintenance/custodial personnel, and action is taken to remove any contamination and safely dispose of it.**
9. Our school has installed local exhaust systems for major airborne contaminant sources. Yes No Describe (max 100 words) **Triton had 56 new power exhaust ventilators added to our new roof that was completed in 2014. Our intention was to bring our 59 year old building up to 21st century ventilation standards. Our woodworking shop is equipped with a cyclone dust collection system along with recently installed electronic air cleaners. All our chemical labs are equipped with the proper chemical ventilation hoods.**
10. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100-word max) **Triton now employs two EPA certified HVAC technicians along with a NJ licensed HVACR Master Mechanic. All equipment is maintained to manufacture's specifications. HVAC log books are kept with the intention of tracking all filter changes, belts, motor repairs, damper positions, lubrications and refrigerant reclaiming when necessary. We also incorporate the Schooldude PM Direct system to schedule all preventive maintenance on all HVAC equipment.**
11. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with filtered outside air, consistent with state or local codes, or national ventilation guidelines. (100-word max) **The school uses a strict HVAC preventative maintenance schedule. This in conjunction with the indoor air quality testing that we perform of the CO2 levels, relative humidity and temperature allows us to make any seasonal adjustments that may be necessary to the fresh air dampers. Our testing results are guided by NJ Peosh, ASHRE, and national standards by the schools required IAQ designee. The school also has a partial building automation system (BAS) that allows us to monitor damper position percentages. In addition the school district has annual mold testing done as a precaution for health and safety reasons.**
12. What steps has your school taken to protect indoor environmental quality?
- Implementing US EPA IAQ Tools for Schools and/or
 - Conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.
 - Participating in the Pediatric/Adult Coalition of NJ's Asthmas Friendly Awareness Program **The Maintenance Department implements and fills out a Quarterly Moisture Control Report, which include a walkthrough of the entire Facility**
 - Other (max 100 words)
13. Does your school engage in green procurement practices as it pertains to the following? ([Buy Recycled](#) / [Buy Green](#))
- | | | |
|--|--|---|
| <input type="checkbox"/> Building & Construction | <input type="checkbox"/> Fleets | <input checked="" type="checkbox"/> Office Supplies |
| <input checked="" type="checkbox"/> Carpets | <input checked="" type="checkbox"/> Food Services | <input checked="" type="checkbox"/> Paper |
| <input checked="" type="checkbox"/> Cleaning | <input checked="" type="checkbox"/> Landscaping | <input type="checkbox"/> Other _____ (50 word max) |
| <input checked="" type="checkbox"/> Electronics | <input checked="" type="checkbox"/> Meetings & Conferences | |

14. What system do you use to determine if the above products and services are considered sustainable?

- DOE Purchasing for Energy Efficient Products
- CHPS High Performance Database
- Electronic Product Environmental Assessment Tool (EPEAT)
- Other **EPA registered green products or products containing at least 80% post-consumer recycled material**

Element 2B: Nutrition and Fitness

Food and Nutrition, Fitness and Outdoor time

15. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100-word max each)

- Our school participates in the USDA's Healthier US School Challenge. Level and year: _____
- Our school participates in a Farm to School program to use local, fresh food. _____

X Our school has an on-site food garden that teaches nutrition and environmental education, describe. **We are currently in the planning stages of creating an organic garden at Triton. Timeline is completion in the spring. The garden will contain herbs and vegetables that can be used by the cafeteria and culinary classes.**

X Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. **Even though our school does not currently have its own garden (expecting to have an organic garden in the spring) , when Timber Creek Regional High School was creating their organic garden, the seedlings that were planted were created by the horticulture class at Triton. Our district prides itself are the 3 schools working together to reach our green goals. In the spring, the students will be working with the Green Team to grow tomatoes and herbs in the greenhouses which will be shared with the school's cafeteria.**

X Our students spent at least 120 minutes per week over the past year in school supervised physical education. **All students receive physical education a minimum of 3 times (classes) a week for 55 minutes per class**

X At least 50% of our students' annual physical education takes place outdoors. **Weather permitting; all students participate in physical education classes outdoors throughout the year**

X Our school participates in the NJ Safe Routes to School Resource Center. Level and year: **A large amount of students are walkers or car riders. The maintenance staff is responsible for keeping sidewalks and driveways free and clear of debris and snow. They also repair sidewalks and pathways that surround school property so students can walk safely to and from school.**

- Our school participates in International Walk to School Day in October or National Bike to School Day in May. Year(s): _____.

X Our school has a School Wellness Policy that addresses both nutrition AND physical activity. **The Wellness Program was initiated last year. There is a Wellness Coordinator for the District and building leaders that organize workout sessions and include healthy living tips at monthly faculty meetings. Comprehensive biometric screening and health risk assessments are provided. Participants are able to access the Tavi Health Challenge Portal to log their individual and team challenges. They also run the biggest loser contest and have Weight Watchers at Work to assist staff in setting healthy goals. Stress management sessions are offered to faculty and staff throughout the year as well.**

X Our school has a School Wellness Committee that meets at least once a year. **The Wellness committee meets on a monthly basis**
X Health measures are integrated into assessments. **. Students participate in Fitnessgram assessments which measure muscular strength/endurance, cardiovascular endurance, body composition and flexibility. Students also learn to take and track their target heart rate. All information is used so that students can set personal goals as well identifying focus areas for the department.**

X At least 50% of our students have participated in the EPA's Sunwise, or equivalent program. **The School nurse posts information regarding sun safety. This includes wearing sunscreen, sunglasses, staying hydrated and protective clothing. She also educates students on how to identify a heat related emergency such as heat stroke or heat exhaustion. This content is also covered in the First Aid and Safety course taught in health class.**

X Some food purchased by our school food service is locally sourced from regional farms.

Describe: **Triton is part of a special program called DOD Direct Delivery Produce. This program uses local farms to obtain some of their produce. Our dairy comes from Cream-O-Land which is a local company.**

16. Does your school compost lunch waste on-site? Yes _____ No What percent? _____ How much is used in your outdoor classroom?

17. What environmental technology is used at your school? (e.g. weather station, energy monitoring systems, etc.) **Related to energy monitoring we use Energy Star Portfolio and Energy Solve. Also we have a Solar Power Monitor which gives a digital read out of the energy we are consuming.**

18. Describe the type of outdoor education, exercise and recreation available. (100-word max) **Students participate in outdoor education during their Physical Education classes. These activities include, but not limited, to walking, jogging and running to increase and maintain cardiovascular endurance. Students also participate in a variety of team and individual sports as well as fitness based activities; flag football, softball, soccer, tennis, Frisbee and cooperative games. Students involved in athletics and marching band utilized the outdoor facilities for regular practice, games and competitions. In science, the courtyard and greenhouse are used to conduct classes. There is seating outside for students to use during "Mustang time" to eat, work, or socialize.**

Coordinated School Health, Mental Health, School Climate, and Safety

19. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? Yes ___ No If yes, describe the health-related initiatives or approaches used by the school:

- **Hand washing: Hand washing signs are posted in all staff and student restrooms throughout the building. Signs stress the importance of hand washing and provide instructions on the proper way to wash hands.**
- **Cover your cough signage: Cover your cough posters are displayed in prominent locations throughout the building.**
- **Hypo/hyperglycemia signage: Posters are displayed in four locations in the building to assist in identifying signs and symptoms of hypo/hyperglycemia.**
- **Emergency exit procedures are located in every room in the building.**
- **AED signs are directional signs specifying the location of the AEDs.**
- **Code Annie: All staff is trained annually in "Code Annie" cardiac emergency procedures. Signs are located in every classroom detailing the procedure.**
- **Anti-bullying awareness posters are displayed in classrooms and hallways throughout the building. Question 23 elaborates on the programming information that coincides with this information can be found in questions 23.**
- **Several actions are taken to assist students of low socioeconomic status throughout the year. Clothing, food, gift drives are ongoing and provide necessities for students and their families. The staff also participates in "dress for a cause" and 10% of the proceeds go directly to the students of the school and remainder is given to the chosen causes.**
- **Local resources are listed regarding immunizations and local clinics.**

20. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health, school garden education and/or safety? Yes ___ No If yes, describe these partnerships:

- **School Nurses office partnership with Thomas Jefferson University. Student Nurses come in and identify a Health or Wellness educational need and address that need within the school community. Some examples include classroom presentations, informational bulletin boards and pamphlets.**
- **American Red Cross: We offer a certification course for First Aid in CPR for students.**
- **Code Annie Team:**
- **Annual Health screenings prescribed by the State of New Jersey.**
- **Sports physicals are conducted by the school physician biannually.**

21. Does your school have a school nurse and/or a school-based health center? Yes ___ No

22. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

- **Challenge Day Be The Change Program - The mission is to provide youth and their communities with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression.**
- **Student Assistance Coordinator facilitates individual and group counseling (groups: stress/anxiety, grief, Children of Substance Abusers)**
- **HIB coordinator - Follows laws to prevent, investigate, and respond to bullying. (District policies on website)**
- **Peer to Peer Mentor Program Educare – This group consists of 32 peer mentors, 60 mentees, 6 adult supervisors who will mentor current freshman.**
- **Transition Project – Outreach program to 9th grade students to assist with the transition into high school. Students discuss organizational skills, study skills and peer relationships.**
- **Monthly Spotlight – Students and staff are honored for showing care and consideration to promote a positive school climate.**
- **Teen Pep – Peer leadership group who outreach to 9th and 10th grade students to discuss current topics on student sexuality. This promotes good decision making skills.**
- **Counselors, SAC, and CST communicate with outside agencies to provide mental health support. Assist families in connecting with the appropriate mental health agency.**
- **STOP program (Center for Family Guidance)- Early intervention substance abuse program, 6 week session offered 4 times a year**
- **Mental health and substance abuse resources available throughout the school and website.**
- **Runnemed Municipal Alliance-Bullying and Safety programs into the school and community.**

School Safety

- **Empowering Women for the Future- A leadership program designed to help young ladies develop or enhance self-esteem, positive self-image, self-respect, purpose in life, their uniqueness, greatness and inner strength.**
- **Gloucester and Camden county municipal alliances provide funds which are used for an assembly during the Week of Respect and presenters that discuss topics to enhance school climate and combat bullying.**

Summary Question for Pillar 2

23. Describe any other efforts to improve coordinate health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max) **Speakers from many organizations visit the Health and Physical Education class to supplement information in the area of public safety, organ donation and driver safety. The Physical Education department also offers an enrichment period for physical fitness daily. Our District has partnered with Global Compliance Network (GCN) to provide annual mandatory professional development in Sexual Harassment, AED, Affirmative Action, Asthma, Anaphylaxis, Bullying, Blood Borne Pathogens, Fire Extinguishers, and Slips, Trips, and Falls.**

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.
X Our school has an environmental or sustainability literacy requirement. (200-word max) All students are required to make informed decisions about their environment by participating in evidence based discussions and investigations. Students focus on the ways in which humans disrupt ecosystems, list major sources of environmental pollution and devise methods to alleviate their effects, compare and contrast renewable and nonrenewable resources, and develop solutions to combat environmental problems. In our Freshman Read 180 course, students are required to read articles and answer questions on environmental or sustainability topics through Achieve 3000 technology software. Example articles include, "Save the Yellow Bison" and "Happy

100 years Muir Woods". In US History II, students must complete at least one current event assignment each marking period related to environmental issues.

X Recurring environmental and sustainability concepts are integrated widely throughout an interdisciplinary curriculum. (200-word max)

AP Environmental Science: Triton's students have been involved with a cross curricular project in conjunction with Gloucester Township. Students created a sustainability project for a vacant lot in Gloucester Township. In order to complete the project, students from the CAD, Math, and English classes worked with the AP Environmental students to complete a presentation for the Mayor. The mayor was so impressed by the projects that the planning board is working on using their ideas in the township.

Chemistry: Use environmental and sustainability concepts to bring chemistry to life. For example, the Bhopal disaster is used as an example of chemical use gone badly. Also, the course studies new battery technology used in electronics and hybrid cars.

Horticulture: The students learned how to propagate lemon geranium from cuttings that will be used as a natural pesticide. In the spring, the students will be working with the Green Team to grow tomatoes and herbs in the greenhouses for the school's cafeteria.

Nutrition and Culinary and Hospitality: Both courses discuss nutritional concepts, food contamination, organic vs. non organic

Digital Photography: Stress conservation by creating a digital portfolio.

Marine: The final unit of the course focuses on human impacts on the oceans and sustainable ways that we can interact with the of the ocean's resources

X Student learning of environmental and sustainability concepts is evidenced by authentic assessments. (200-word max)

In Science classes, students are assessed on many different aspects of environmental and sustainability concepts. Assessment takes place in the form of department benchmarks, AP Exams, laboratory reports, projects, current events, Gizmos, and Socratic Seminars. Most of the authentic assessments are graded using a rubric.

Chemistry: Students have an end of the year project based on how science impacts their lives. Topics include alternative energy sources, environmental disasters, and global warming.

Fine arts: Art and Design re-purpose old art and recycled materials for projects and Digital Photography uses the school's natural environment to create landscapes and creative composition.

X Students evidence high levels of proficiency in these assessments. (100-word max) Evidence of high levels of proficiency is evident by the high level of proficiency on assessments. 43% of AP Environmental students received a 3 or higher on the AP Exam. In addition, 98 % of our students taking environmental science, AP environmental, biology and AP Biology received a passing grade as their final grade. The high passing rate demonstrates our students understanding of the environmental and sustainability concepts.

X Professional development in environmental and sustainability education are provided to teachers. (200-words) **The Schools Green Team has given presentations to educate our staff on sustainability topics. Teachers have attended District Green Team meetings where sustainability issues are discussed. Our foods and consumer science teachers and our food service team have had seminars on composting. All staff received Global Compliance Network Training specific to the areas of Fire Extinguishers and Hazard communications PEOSH.**

Environmental/Sustainability Education is offered in after-hour school programs

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the Environmental Science / Earth Systems (or similar environmental course) course during their high school career: **68%** Percentage of those completing course scoring a 3 or higher: **43% of students who took the AP Environmental Science class scored a 3 or higher.**

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics (STEM), and art thinking skills and content knowledge? (200-word max) **Our STEAM Academy, which keeps students focused on a career path related to STEAM, includes courses that teach sustainability or encourages green thinking. For example, students can take AP Environmental or AP Biology that include sustainability in the curriculum or courses like AP Art or Computer graphics which stress electronic portfolios. Capstone projects completed by seniors in the STEAM Academy can include research on sustainability issues. Chemistry labs have been converted to microscale to align with green practices. We have 2 working green houses where our horticulture classes utilize green practices as part of their curriculum. The Science Department offers AP Environmental Science, Environmental Science, Horticulture, and Ecology that all have curriculums that center around sustainability. AP Biology and Biology both devote about 10% of their class time to sustainability.**

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200-word max) **The School Green Team educates the staff and students on green technologies and how they benefit the school (Topics: Solar energy, composting, recycling). Every year, we host a career fair for juniors where careers that focus on sustainability are represented. Freshman year, students complete surveys on Naviance that identify career paths. Students in AP Environmental Science worked with community members on a sustainability class project on developing unused land. Special Education students work with our grounds crew to maintain our flower beds and other landscaping.**

Element 3C: Development and application of civic knowledge and skills

5. Describe students' civic/community engagement projects integrating environment, environmental justice ([as defined by EPA](#)) and sustainability topics. (200-word max) **Triton's students were involved in planting dune grass in Atlantic City this year. Besides this being a great community project, students also learned about the importance of barrier islands for the coast line. AP Environmental class completed a sustainability project on an unused piece of land that the mayor was considering implementing. Triton students participate in The Thirst Walk, which is a fundraising activity for clean water wells in Africa. The Interact club has participated in Beach clean-up in Holgate NJ and litter clean-up in Runnemede NJ.**
6. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200-word max) (ex. citizen science, field trips, overnight camping, retreats) **One of the dynamic events that the students of Triton have experienced is the Envirothon competition. This is an annual two day competition that the students prepare for throughout the school year. Guided by a teacher leader, our students pursue in-depth knowledge about New Jersey's natural resources and gain skills needed to navigate the complex environmental issues of today and tomorrow. The areas of study include soils, aquatics, forestry, and wildlife. The students must also prepare a presentation on a current topic that involves some sort of environmental issue. Our students have been competing for the past 10 years and will be submitting 2 teams for this year's competition.**
7. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max) **Triton has several locations to conduct meaningful outdoor experiences. The greenhouse is utilized by the horticulture class and the Green Team. In addition to the greenhouse, the horticulture class used the surrounding courtyards. The school has also has the Labyrinth outdoor classroom that is utilized by the entire school. With the use of a job coach, many of our special education students are responsible for helping the maintenance staff maintain the landscaping on the school's property. The Green Team maintains the Vietnam Memorial court yard and the butterfly garden so that those areas are available for teachers to do outdoor lessons or for students to enjoy during their lunch. One of the bonuses of Triton's new schedule is that classes are now 55 minutes long, which allows teachers to utilize the outdoor classrooms more often because they are not in a time crunch.**
7. Describe how your partnerships help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200-words) (Ex. student exchange forum, sister school program, global project based learning program, state-wide professional learning communities) **We participate with EnerNOC which is a company that informs us when there is an energy issue in the community and we shut down our building to reduce the chance of a black out in the community. We have a partnership with Gloucester Township Housing Authority where we are now introducing and implementing the use of green cleaning methods, supplies and equipment. The 3 schools in the district support each other in the Green effort. Since Timber Creek does not have a greenhouse, Triton was able to begin growing the plants needed for the organic garden. Triton students help support Highland's Green Team by participating in the Thirst Walk. Students at Triton participate in the Sea Perch competition at Drexel University which is a project based program where the teams have to develop a submarine that can complete a course and simulate a Navy mission, such as having to retrieve a satellite that has falling in the ocean.**

Summary Questions for Pillar 3

8. Describe any other ways that your school integrates core environment, sustainability, STEM, equity and environmental justice issues ([as defined by EPA](#)), green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200-words) **The school's Green Team is a prominent force in the school. Every month there is a segment of the Spotlight newsletter that is dedicated to Green Team efforts. The Team has created commercials and maintains a bulletin board to inform the school of ways to increase our sustainability.**

9. How are your descriptions in number 8 supported or enhanced by your efforts in Pillar 1 to reduce environmental impact and costs for your school. (Maximum 100-words) **With the creation of the Green Team and the efforts they put forth, we have been able to have a cultural change within the building. Students and staff understand the importance of being Green and the benefits it has for them and the school. As a result, Triton Regional High School has joined their sister school Timber Creek in being a community wide leader in reducing energy usage and cost while increasing recycling and composting collection amounts, all the while integrating curricula to educate students about the importance of caring for our environment.**

10. In what ways is your school sharing & promoting (outside of school) its efforts to uphold all 3 Pillars? **Superintendent, Dr. Brian Repici has presented at the School Boards Convention for Green Ribbon Schools.**